

# MENTOR-VIP

## programme document



World Health  
Organization

skills development





**MENTOR-VIP - a global mentoring programme for  
violence and injury prevention**

**Programme document**



## ***Rationale***

Recent World Health Organization (WHO) reports such as the *World report on violence and health*, the *World report on road traffic injury prevention*, and the *World report on child injury prevention* have documented the magnitude of impacts arising from injury and provided the evidence base for effective injury and violence prevention. All of the above reports provided a framework set of recommendations for injury prevention, and both the *World report on violence and health* and the *World report on road traffic injury prevention* received endorsement of these recommendations through resolutions passed in both the World Health Assembly and General Assembly. These reports have also been followed by a range of documents and tools to help countries implement these recommendations.

However, the historical neglect of the injury area means that in many countries there is little capacity to act upon and implement these recommendations and tools. Accordingly, building capacity for injury and violence prevention is a major challenge for the injury prevention and control field today. Many countries simply have neither the necessary structural nor human resource capacity to address injury in an evidence guided manner. The human resource requirements are both a deficiency of sufficiently well trained personnel to provide a cadre of knowledgeable experts but also a lack of personnel with sufficiently developed skill sets to be effective.

WHO, with support from many partners, has made an important contribution towards addressing global training needs through the development of TEACH-VIP, a modular injury and violence prevention and control curriculum. TEACH-VIP is a solid basis for training, and knowledge about injury can be greatly enhanced through its use. However, it is not designed to assist people to acquire and further develop key skills that they may require in order to work in the field of injury and violence prevention and control.

Knowledge refers in a general sense to an awareness of information or facts and principles. Skills refer to an ability to do something well and typically something requiring training and experience. Therefore, skills and their development usually imply both some prerequisite knowledge and additional knowledge gained through experience.

Skills that are relevant for injury and violence prevention and control include both those that are primarily technical in nature as well as skills that rely more on personal interactions. Some examples of relevant technical skills are conducting research, establishing surveillance systems, or contributing to policy development. Examples of skills related more to personal interactions include effective communication, providing leadership or project management, fund-raising and intersectoral collaboration and networking.

For purposes of programme clarity, the range of skills relevant for injury and violence prevention have been grouped within MENTOR-VIP into 8 skill categories. This categorization should help mentee candidates to reflect critically on their skill building needs and also assist mentors to clearly indicate which skill categories they feel most able to help develop within mentees. The skill categories used within MENTOR-VIP are listed below. A more complete description of each, along with illustrative examples is provided in Annex 4.



### ***Skill categories for MENTOR-VIP***

- 1. Planning and conducting research***
- 2. Evidence-based programme design and planning***
- 3. Programme implementation and management***
- 4. Programme monitoring and evaluation***
- 5. Policy analysis and development***
- 6. Imparting knowledge and skills***
- 7. Advocacy and communication***
- 8. Assuring funding support***

The primary rationale for developing a global mentoring programme for injury and violence prevention is that mentoring is an effective method through which skills may be developed. Indeed, while mentoring has no single widely held definition, most definitions of mentoring emphasize skills development through the exchange of experience between a more skilled or experienced person and a person seeking those skills. In this sense a global mentoring programme (hereafter referred to as MENTOR-VIP) complements TEACH-VIP by responding directly to the skills building (as opposed to training) aspect of the human resource capacity needed for injury and violence prevention and control.



## **Background context and principles**

The initial priority for WHO's capacity building efforts in injury and violence prevention has been training. This arose from a number of requests from Member States and a global consultation, and reflected the very limited availability of training in the injury area available in settings such as schools of public health. With the development, pilot testing, and launch of TEACH-VIP in several languages, an important contribution to injury training needs was made, and this has been expanded upon with the development of TEACH-VIP E-Learning, to allow for self-administered training online or from a CD-ROM.

MENTOR-VIP has emerged as a follow-up priority for WHO and an important complement to the training work. The proposal for such a programme was initially discussed among WHO and its Collaborating Centres network, and then during meetings with global injury and violence prevention and control experts during the 8th World Conference on Injury Prevention and Safety Promotion in Durban in April, 2006. Agreement was reached during those meetings that WHO should host a consultation in order to take the initial decisions regarding the design of such a programme.

The consultation took place in June, 2006 and achieved consensus on a range of issues laying the ground for the establishment of the programme. A number of key decisions taken during this meeting will be discussed below as they have important implications for the overall vision and structure of the mentoring programme as laid out in the remainder of this document.

### **Structuring the programme around an individual to individual form of mentoring**

Whereas institutions can be directly engaged in mentoring, the decision was taken to model the programme around a mentoring arrangement between two individuals (a mentor and a mentee). Clearly, these arrangements can benefit from institutional support and such support is therefore encouraged but not viewed as a prerequisite. Initially focusing on individual-to-individual forms of mentoring does not preclude the possibility of institutional forms of mentoring being developed in the future.

### **Twelve month mentoring arrangements and pilot testing over two years**

Individual mentoring arrangements will have a duration of 12 months and begin simultaneously around the world. This linking of the programme to a calendar year cycle is the most pragmatic way to coordinate the various steps involved. MENTOR-VIP was run as a pilot over its first two cycles. During this time, and subsequently, a number of important lessons were learned and the programme adapted on the basis of evaluation feedback. One finding has been that despite the formal period of mentorship lasting 12 months, many of the relationships established during mentorships continue in some form or another subsequently. Nevertheless, maintaining the formal period of mentorship at 12 months however is desirable, as it allows for the programme to extend this opportunity to a new group of beneficiaries each year.



## **Targeting more junior injury practitioners from low- and middle-income settings**

A mentoring programme could conceivably be oriented to address any number of the many capacity building needs in the injury and violence prevention area. It was concluded that the focus of the programme should initially address what was felt to be a priority among these needs, namely the development of effective skill sets among more junior injury practitioners from low- and middle-income settings. This is not an absolute but a general orientation that will in practice be interpreted when awarding mentorships.

## **Structuring mentoring arrangements on low cost forms of interaction**

MENTOR-VIP will be a low cost (and strive to be a cost-neutral) model for mentoring. Mentoring will be expected to take place primarily through electronic and telephonic forms of communication and interaction. A mentoring pair may of course take advantage of external support (from their institutions, governments, or grants) that permits the mentoring to be enhanced when possible by exchange visits or meetings at injury conferences etc. However, regular contact between the mentoring pair sustained over the year should ensure effective and constructive mentoring can be achieved through low cost channels of communication.

## **Clarity and a common understanding among programme participants**

The overall programme description of MENTOR-VIP is summarized in a document which provides a generic understanding of the programme along with a brief description of administrative issues and the programme's guiding principles. This document, the *Programme description and terms*, is attached as part of Annex 1, which also provides the template for the *Mentoring accord* to be discussed below. Mentors and mentees who are awarded mentorships will be required to sign this document to indicate that they understand and accept the basic description of the programme and its principles.

The foregoing decisions provide the basis for the general orientation of MENTOR-VIP and how the programme will be operationalized is described in the remainder of this document. In order to clarify how the programme will be run in practice, an illustrative example is provided in Box 1.



### **Box 1. Illustrative example of a mentorship awarded under MENTOR-VIP**

Dr. X completed her doctoral thesis with work in the area of prevention of youth violence. Since completion of her academic work 7 years ago she has been working with an injury centre affiliated with the university she qualified in. She has written several peer-reviewed papers on injury topics and works part of her time in a non-governmental organization that runs several community based violence prevention programmes. Part of her academic time is spent teaching injury related topics in her university.

She has come to the conclusion that an important area of her skills she needs to develop is in the area of programme evaluation with a particular focus on carrying out cost effectiveness studies. Her colleagues within her university do not generally share her interest in violence and injury prevention, and she finds relatively little direct support for her work and areas of interest locally.

She submits her candidature for MENTOR-VIP where it is judged to be strong and she is successfully matched with a mentor who has an established record in cost effectiveness analysis as part of programme evaluation. Upon mutual acceptance of the mentorship award she works with her mentor to design a 12 month work programme with a clear plan for contact between the two. The programme of work foresees her making use of data available to her through her affiliation with the NGO, and carrying out a cost-effectiveness analysis during the mentorship. Email contact is foreseen to take place weekly between the two with a monthly teleconference using a Voice over Internet Telephony (VoIP) program known as Skype, and booked and initiated by her mentor to reduce costs to her university.

After 6 months the focus of the mentoring shifts towards two needs. One is assistance with presentation of the interim results for an audience consisting of municipal authorities who wish to learn more about the programme. The other is defining new data collection needs that have come to light. In preparation for the presentation of data to government authorities Dr. X is contacted by national media who request an interview at a later date. Her mentor helps her summarize key messages that emerge from the analysis and shares experience he has had in contact with the media.

By the end of the 12 months her experience has resulted in her being assisted with a practical application of a programme evaluation and the initiation of a new data collection effort to make up for a data deficiency that she was originally unaware of but which came to her attention through the conscientious efforts of her mentor. While unanticipated, the mentoring also exposed her to some practical advice about dealing with media, and the follow-up to her experience with the media that was spontaneously offered by her mentor made her feel less isolated in her setting and more comfortable with her emerging role as a leader in injury prevention in her setting.

### **General and specific objectives of MENTOR-VIP**

The general objective of MENTOR-VIP is:

1. To improve human resource capacity to effectively prevent and control injury and violence through the enhanced development of relevant skills.



This is a statement about a long-term effect expected to occur and to which MENTOR-VIP will have contributed.

The specific objectives of MENTOR-VIP are:

1. Within the first 5 years of the programme, match and have at least 50 mentor and mentee pairs successfully conclude a one year period of mentoring.
2. Maintain the proportion of mentoring pairs that do not conclude the mentoring arrangement for whatever reason at less than 5% in any given year.
3. Within the first 5 years of the programme ensure selected mentees come from all 6 WHO regions and mentors come from at least 4 of these regions.
4. Within the first 3 years of the programme complete an evaluation of the pilot phase and revise the programme if indicated on the basis of the findings.
5. Within the first 5 years of the programme have at least 20 mentees who have successfully undertaken and completed one of the following that has benefited directly from the skills development acquired through their mentoring:
  - Establish a surveillance system or undertake and complete a community based survey for injury and/or violence
  - Plan, develop, and successfully implement a violence and/or injury prevention programme including secondary prevention through improvement of services for victims
  - Carry out an evaluation of a violence and/or injury prevention programme
  - Participate in a substantial way in the development of a major government approved document on violence and/or injury, such as a national report, policy or action plan
  - Assist with the successful establishment and effective operation of an intersectoral mechanism to prevent violence and/or injury
  - Write a successful funding grant proposal for a violence and/or injury prevention undertaking
  - Author a peer-reviewed publication in the violence and/or injury prevention area
  - Other substantive outcomes that have a direct impact on violence and/or injury prevention and control

### ***Major constituents of MENTOR-VIP and their roles***

There are 4 major constituents of MENTOR-VIP. A brief description of each and their roles follows.

#### **Core Group**

The Core Group provides overall guidance to the programme, offers input on appropriate individuals to be approached to become mentors, assesses candidatures



and short-lists candidates for possible awarding of mentorships, and provides guidance for important activities related to the programme such as evaluations. The Core Group will also discuss and recommend any indicated revisions to the programme on the basis of the evaluations, as well as regularly considering the appropriate target populations the programme is focused on and revising if necessary. The membership of the group will consist of an odd number of between 5-7 individuals who demonstrate regional diversity and come from the following backgrounds:

- WHO (one member)
- Potential mentors<sup>1</sup>
- Potential mentees<sup>1</sup>
- Non-governmental organizations
- Public sector
- Injury networks

The Core Group meets once a year in order to review candidatures for mentorships and short-list those meriting potential award of a mentorship as well as discussing the overall running of the programme. A meeting report will be prepared for all meetings of the Core Group. The group will also communicate throughout the year electronically in order to keep the programme running smoothly. In order to constitute the first Core Group, WHO will initially approach individuals who fit the profile and criteria provided above. Membership in the Core Group for non-WHO members will be for a voluntary 3 year term, and members may serve two consecutive terms if they wish. The Core Group will decide on the most appropriate process for selecting new members during the first two years of the programme and this will be reflected in the Core Group meeting report.

## WHO

WHO coordinates the programme. It financially supports the meetings of the Core Group and actively disseminates information about the programme within WHO networks as well as shares information about MENTOR-VIP with other WHO activities and programmes that focus on developing human resource capacity. WHO's involvement in this dissemination ensures broad spread recognition of MENTOR-VIP as a neutral programme of global scope. WHO will seek donor support for the programme both during the pilot phase and its subsequent enlargement, as well as support for costs associated with the programme's evaluation. WHO provides all secretariat functions for the programme, including establishment and maintenance of an online mechanism for mentors and mentees to complete documentation required for the programme, ensuring candidate submissions are complete, disseminating submission documentation to Core Group members, convening the annual meeting of the Core Group and organizing the agenda for this, as well as following up on awarded mentorships to ensure that the required ensuing documentation is complete. Through the Core Group and as part of its overall coordination role, WHO will also

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<sup>1</sup> The word potential here means the individuals have the profile and background to be either mentors or mentees but they are not during the time they serve on the Core Group.



ensure that an external evaluation of the programme's pilot and subsequent phases is carried out and ensure the results of this is shared with the Core Group and other relevant stakeholders including donors and the injury networks the programme is designed to serve.

## Mentors

WHO coordinates with the Core Group to develop and maintain a list of potential mentors for the programme based on a number of factors including evidence of breadth and depth of relevant skill sets, an established ability and interest in exchange of skills with less experienced individuals, as well as diversity among the skill sets held within the overall pool of mentors and their regional and linguistic diversity. WHO approaches potential mentors on behalf of the Core Group to determine if they would agree to serve as mentors for MENTOR-VIP. Upon acceptance each mentor completes a brief form known as a *Mentor profile*, which captures information relevant to their matching suitability with mentee candidates and is attached in annex. The most obvious role and responsibility of mentors is to develop an agreed programme of activities with their assigned mentee for a one year period and strive to ensure the mentee develops the desired skills while carrying out these activities through sufficiently intense and sustained communication and collaboration.

For the 12 month time commitment involved there must be a common understanding among prospective mentors that there is little in the way of tangible incentives, something which is reinforced in the *Programme description and terms*. The primary motivation for mentors is the recognition that there is both a need for, and a value in, transferring the experience and skills they have acquired over the years to lesser experienced individuals working in the injury area. This being said, experience to date with the programme shows very clearly that mentors also learn a great deal by being involved in a mentorship with a number of them referring to "bi-directional learning". In addition, there appear to be a wide range of other incentives including the self fulfilment arising from acting as a mentor, the possibility of gaining insight into the injury context of another setting, a broadening of professional networks, and affiliation with a WHO programme to name a few.

## Mentees

Mentees are selected by the Core Group from the pool of submissions received in response to international dissemination regarding the programme. In order to make the most appropriate selection of mentees and short-list them for possible matching with the most suitable mentor a standardized format for providing relevant information about mentee candidates known as the *Candidate profile* is used and is attached in Annex 2. Mentee candidates that are short-listed for possible awarding of a mentorship within the programme are then asked to provide a *Supplemental information form* providing more concrete detail on the type of project they anticipate receiving mentorship support for, and what the outputs of this project would be at 3, 9, and 12 months.

Mentors are provided with the *Candidate profile* and *Supplemental information forms* for all short-listed candidates and asked to rank candidates in terms of their preference for mentoring. The Core Group then constitutes the mentorship pairs based on this ranking and mentors and mentees are each given an opportunity to confirm they wish to proceed with the mentorship.



Criteria determining the short-listing of a candidate for the possible awarding of a mentorship include:

- The applicant provides an explicit, succinct description of the skill development need they expect MENTOR-VIP to help them with, and this need cannot be met by alternative resources available to the applicant.
- The applicant has at a minimum a basic knowledge of injury and violence prevention and his or her academic qualifications are relevant in the context of their application.
- The applicant has a commitment to the injury and violence prevention field, and this commitment is evidenced by their accomplishments.
- Preference is given to applicants with an institutional affiliation.
- Preference is given to candidates from low- and middle-income countries.
- Mentoring of the applicant is expected to yield a strong potential for injury and violence prevention in their setting.

The major role and responsibility of mentees begins with arriving at an agreed programme of activities for the year with their assigned mentor. This programme of work must have a clear relation to the skills development needs the mentee articulated in their *Candidate profile* and *Supplemental information form*. The programme of work agreed to by the mentor and mentee takes the form of a brief document known as the *Mentoring accord*, and a template for this is attached in Annex 1. After development and agreement of the accord, the mentee's principal responsibility is to engage with their mentor in a sufficiently intense and targeted way around execution of the activities to realize the full benefits of working in a mentoring relationship with their mentor.

A role shared by all of the constituents of MENTOR-VIP above is participation in evaluation activities linked to the programme.

## ***Major processes and timelines***

A brief discussion of the major processes and timelines of MENTOR-VIP will be divided into those relating to the programme's establishment, function, and evaluation.

### **Programme establishment**

- **Programme documentation** - The founding documentation for MENTOR-VIP received internal WHO and external review during the final quarter of 2006 and was finalized in early 2007.
- **Core Group** - WHO worked with its networks to constitute the first Core Group and secured membership of this group by the end of the first quarter of 2007.



- **Mentors and mentees** - WHO established an online data entry mechanism to record *Mentor profiles* and *Candidate profiles* during the first quarter of 2007. A list of potential mentors was established during the first half of 2007 and a mechanism for potential mentors to apply to be a mentor was established and put online during 2007.

## Programme function

- **Core Group review of candidatures** - The first meeting of the Core Group took place in July 2007 with subsequent meetings moving to May or June of each year. Review of the candidatures takes place independently by Core Group members who have online access to *Mentor profiles* and *Candidate profiles*. Provided fewer than 100 candidatures are submitted all are reviewed during the Core Group meeting. If more are received the Core Group will agree upon an appropriate method to narrow the number down for the collective review<sup>2</sup>.
- **Short-listing of candidatures for awarding of mentorships** - Based on the collective review against the criteria listed earlier, and guided by the MENTOR-VIP objectives, the Core Group short-lists candidates for awarding of mentorships and asks these individuals to provide a *Supplemental information form*.
- **Ranking of short-listed candidates by mentors** - Mentors are provided with the *Candidate profiles* and *Supplemental information forms* of all short-listed candidates and asked to rank these on the basis of their preference for mentoring.
- **Designation of mentorship pairs by Core Group** - Based on the ranking provided by mentors, the Core Group designates mentorship pairs. Mentors and mentees are informed and provided the opportunity to accept the mentorship before the decision is finalized. Mentee candidates who were not awarded mentorships are also informed that their candidature was not successful. Communication around this informs candidates that they may re-submit their candidatures, advise them of other capacity building modalities and opportunities, and be sensitive to the fact that individuals who have not been selected have nevertheless attempted to advance their own professional development.
- **Development and signing of documentation** - At the time of their being informed of the award of mentorship, mentorship pairs are provided with the *Mentoring accord* template which includes the *Programme*

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<sup>2</sup> One mechanism to narrow down the field could be to have Core Group members assign a score of 1-3 to each candidate, with a score of 3 reserved for those judged as excellent prospects for mentoring; 2 for what should be the majority of individuals, those who are judged acceptable candidates but not having obvious and compelling virtues that would have them classified as excellent prospects for mentoring; and 1 for those candidates who are judged to not be good candidates for mentoring. This system has the advantages of being easily understood, simple and rapidly implemented, and should have relatively little variability in terms of how it is applied. Totalling these scores - particularly if they are also weighted - would allow segregating those judged to be excellent prospects and eliminating those at the bottom end of the range. The top 100 candidatures could then be taken under consideration for the collective review.



*description and terms*, and associated guidance and asked to develop the template headings following the guidance provided. They are asked to sign the document, which includes the *Programme description and terms*, and return both to WHO by August 31.

- **Start of mentoring activities** - The 12 month mentoring cycle formally begins on September 1 each year. Mentorship pairs are provided with periodic communications from WHO during the mentorship which will target provision of timely guidance and reflect understanding gained from prior years. These communications will also provide the means to implement evaluation tools and follow-up scheduled for 3, 6, 9 and 12 months. The evaluation at 6 months is a mid-term evaluation form filled out online, and the Core Group carries out a telephonic structured interview for evaluation purposes at the end of the mentorship cycle for all mentors and mentees.

## Programme evaluation

- **Pilot phase evaluation** – Evaluation has been designed into MENTOR-VIP at the outset. Evaluation of the pilot phase largely concerned processes and assumptions about the programme, and led directly to changes in the running of the programme from the 3<sup>rd</sup> year. Notable changes were the reduction in number of mentorship pairs established each year, the institution of a short-listing and ranking process (initially the Core Group had designated mentorship pairs without involving mentors in the process), and much greater emphasis on the importance of communication frequency and quality.
- **Programme evaluation** – External evaluation of the first 5 years of MENTOR-VIP will begin after the fifth cycle of mentorship pairs is completed in September 2012. WHO and the Core Group will consult on contracting the evaluators, and work closely with the evaluation team on designing and facilitating the evaluation including provision of relevant documentation such as this programme document, the pilot phase evaluation and report as well as other standard documentation for MENTOR-VIP.

## Conclusion

WHO expects that MENTOR-VIP will be an important contribution to building global capacity for violence and injury prevention and control. There is a strong argument for targeting skills development as an approach to strengthening the human resource component of this capacity, and the programme is timely as well as having good potential to further catalyze collective effort among the international injury and violence prevention community.

The preceding documentation of MENTOR-VIP has attempted to strike a balance between providing sufficient detail to understand the rationale, structure, and operation of the programme while still presenting a concise description. This description has made reference to a number of additional documents that are integral parts of MENTOR-VIP. These are attached in annex and provide additional important detail regarding the programme.



## **Annex 1 – Mentoring accord and Programme description and terms**

The *Mentoring accord* is the basis upon which the mentorship's scope and focus is determined. It is the product of joint planning that takes place between the mentor and mentee after they have each agreed with their match, and should be completed prior to the formal start of mentoring in September. Experience to date has shown that it is a critically important element in the planning of the mentorship. Before reading the instructions below on developing and drafting the *Mentoring accord*, please take note of the following recommendations for developing a good *Mentoring accord*:

1. **Do not be too ambitious.** Experience to date shows mentors and mentees have tended to set unreasonably high expectations of the time they can commit to the mentorship. This has resulted in *Mentoring accords* with an unrealistic scope, and an overly ambitious agenda. Mentors, be aware that your mentee may need firm guidance in restricting the scope of the work to a focused project which will require a realistic amount of time commitment from both of you.
2. **Pay careful attention to the communication plan.** Ensure that you are both establishing a plan for communications that is feasible and fits in with your pre-existing time commitments. Mentors and mentees are both busy, accomplished people. Experience to date shows that regular communications is the key to a successful mentorship. The following good practices have a proven track record in improving communication between mentors and mentees:
  - Establish, and maintain, a schedule of monthly verbal communications. These may make use of telephone or some form of internet telephony (e.g. Skype, etc.). Scheduled calls should only be cancelled as a last resort.
  - Task the mentee with developing a brief agenda for each scheduled verbal communication.
  - Ensure any documentation to be read prior to a telephone call or Skype call is shared several days or a week in advance.
  - Supplement the monthly verbal communications with more regular (i.e. weekly and as needed) non-verbal communications such as emails.
  - Avoid lengthy emails - mentees in particular need to guard against drafting long emails posing many questions which mentors will not have the time to read or answer comprehensively. Try in all communications (verbal and non-verbal) to be succinct and clear.
  - Explicitly clarify within the communication plan that either the mentor or the mentee may initiate communication - communications should be seen as a two way street with either party being entirely within their rights to initiate.
3. **Be flexible.** Past participants have stressed that activities, focus, and plans all change. If each of you feel the need to jointly revise the *Mentoring accord* during formal mentoring, do so. Also, be aware that while formal mentoring under MENTOR-VIP runs for 12 months, the vast majority of relationships endure well past this (to the great satisfaction of both mentor and mentee).



With the above recommendations in mind, please follow the instructions on the following page for developing the *Mentoring accord*.



*On the basis of discussion between mentor and mentee, draft a brief document (2-3 pages) in unambiguous language which addresses each of the following areas in turn. During the period of time where mentor and mentee are developing this mentoring accord it is strongly recommended that at least one telephone call takes place, as many of the issues are better discussed verbally than uniquely over email. Please copy and paste the text below, ending with the Programme description and terms signature lines into a separate document. Replace the italicized guidance text under each of the headings of the mentoring accord with your own text, and sign along the signature lines provided at the Programme description and terms section.*

## **Mentoring accord**

**Name of mentor** \_\_\_\_\_

**Name of mentee** \_\_\_\_\_

1. **Description of work that will be the subject of mentoring focus during mentorship** *(Briefly describe the work area around which mentoring will occur and state its objectives. Clarify if it is a collaborative work or a project that belongs to one or the other of the mentoring pair and if so, which. Do not be overly ambitious - think carefully about a realistic scope of work that fits with the time and resources available to mentor and mentee. Also, be aware that governmental approvals or other external factors may have an impact on the feasibility of certain projects, and try and avoid having the collaboration's project focus be held hostage to factors beyond either the mentor's or mentee's control.)*
2. **Description of institutional involvement** *(Clarify whether there is institutional involvement for each member of the pair and briefly describe the nature of this involvement if present e.g. the institution is simply aware of the mentoring; aware and officially approves; aware and supporting actively through resources such as personnel time, library resources etc.)*
3. **Define skills development objectives for the mentee** *(Describe the skills that will be the focus of the mentoring. If possible, try and express these in the form of the skill categories used in MENTOR-VIP, which are elaborated upon in Annex 4. Provide one or two realistic objectives that the mentorship will attempt to achieve during the 12 months that relate to these skills.)*
4. **Description of communication plan** *(Clearly articulate the expectations for contact and exchange during the mentorship. Avoid ambiguous terms and specify the mutual expectation of exchange in terms of frequency, duration, and method. Clarify responsibilities for coverage of any costs associated with this program of exchange. Recognize that communication planning is fundamental to the success of mentoring and take particular note of the good communication practices described on the preceding page.)*



5. **Description of any planned meetings** *(If face to face meetings are planned, briefly describe where and when these will occur during the mentorship and clarify who will cover the costs associated with the meetings.)*
6. **Commitments that will be made to each other** *(List the commitments that will actually be made to each other in order to fulfil the objective of skills development for mentee.)*
7. **Expectations of each other** *(List the types of expectations you both have of the mentor and the mentee during the mentorship. Keep these brief and at a general level. For example: expectations of mentor - review of instrument development; guidance on overall strategy of study execution; review of manuscript. Expectations of mentee - preparation of all study instruments; preparation of draft manuscript; securing of any necessary approvals.)*
8. **Outputs** *(List the outputs the mentorship is expected to deliver, and indicate the time it is expected for these to be finalized. Try and be as specific as possible - this will be an aid to both of you to determine that the mentorship is proceeding as planned. Ideally, specify outputs expected after 3, 9, and 12 months of mentorship.)*

## Programme description and terms

### Description

MENTOR-VIP is a global mentoring programme for violence and injury prevention and control established by the World Health Organization (WHO). The programme creates mentoring arrangements between well matched mentors and mentees with the overall objective of promoting skills development for injury and violence prevention among the mentees. Mentorships are 12 months in duration, structured around a set of activities agreed upon by the mentor and mentee, and based primarily on electronic and telephonic forms of communication and interaction.

### Administration of the programme

WHO coordinates MENTOR-VIP, providing all secretariat functions for the programme and convenes meetings of the Core Group, which is constituted of membership including WHO, potential mentors and mentees, and individuals drawn from non-governmental, public sector, and violence and injury prevention backgrounds. WHO and the Core Group provide overall guidance to the programme and ensure the programme operates as planned and in line with its objectives.

### Principles

There are a number of key principles that MENTOR-VIP is founded upon, and mentors and mentees participating in the programme agree to respect and abide by these:

- **Low cost, cost-neutral mentoring** – mentoring is expected to occur primarily through e-mail and telephonic communication. Even these have costs which may in some settings be significant for the individual concerned.



If the opportunity exists to enhance mentoring through meetings or other activities this may be pursued and supported financially through channels available to the mentor and mentee, but the structuring of the mentorship should provide for sufficiently regular and substantive contact between the pair through low cost means to provide for high quality mentoring. MENTOR-VIP will not financially support activities related to mentoring, therefore the mentor and mentee take responsibility to ensure that costs associated with the mentoring arrangement are balanced to mutual satisfaction and responsibility for these are clarified beforehand.

- **Priority to the skills development needs of the mentee** - MENTOR-VIP has been established to provide select individuals with the opportunity to develop key skills they require in order to contribute to global injury and violence prevention. Both mentors and mentees are responsible for ensuring these skill development needs are clearly articulated in the *Mentoring accord* that they develop together. Mentees and mentors are each responsible to keep the development of these skills in mind throughout the year, take advantage of all opportunities to help the mentee develop these skills, and objectively assess and discuss progress towards developing them.
- **Time commitment** – The success of MENTOR-VIP will be dependent on it being assigned a high priority for time commitment by both the mentor and mentee.
- **Ethical conduct, respect, and termination provision** – Interaction between mentor and mentee should be respectful and honest. There should be a strong and long term commitment to the mentorship on both sides, but should either party feel the mentorship is not something they wish to continue this should be communicated clearly to the other. If a solution cannot be found within the pair to continue, the pair should collectively inform WHO and the mentorship will be considered terminated.
- **Incentives for participation** – MENTOR-VIP does not offer any financial support or recompense for the time mentors and mentees devote to their mentorship. Whereas one of the main incentives for mentees - skills development - is obvious and substantial, the incentives to mentors are perhaps less apparent. Prospective mentors who cannot justify their time commitment on the knowledge that their primary incentive will be contributing to building global capacity for violence and injury prevention and control should consider refraining from participating in the programme, which requires energetic and committed mentoring prioritizing the skill development needs of the mentee.
- **Institutional support** – The involvement and support of parent institutions of the mentor and mentee, where these exist, can greatly enhance the value of the mentorship as well as extending the scope of benefits beyond the individuals. Wherever it is possible to obtain, formal approval and involvement of these institutions is encouraged, although the presence of such support is not a precondition to participation in MENTOR-VIP.

## Commitments of mentors and mentees

I have read the above and undertake the following commitments:



1. That I will conduct my participation in this mentorship in accordance with the *Mentoring accord* and principles and description of MENTOR-VIP provided above.
2. That I will respect the deadlines for requested documentation provided by the Core Group.
3. That I will participate in the evaluation of MENTOR-VIP.

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(Signature mentee)

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(Signature mentor)

***Print and sign the document and send to:***

MENTOR-VIP  
Department of Injuries and Violence Prevention  
World Health Organization  
20 ave Appia  
CH-1211 Geneva 27  
Switzerland



## ***Annex 2 – Candidate profile***

### ***1) Personal information***

1. Family name
2. First name
3. Date of birth
4. Indicate if you are male or female
5. Current title
6. Full mailing address and telephone contact details
7. E-mail address

### ***2) Preferences***

8. In what country do you expect to be residing during the period of September this year to September next year? Please note you are **NOT** being asked to indicate a country to which you would like to travel to undertake a mentorship. MENTOR-VIP will not financially support activities related to mentoring, including travel of mentors or mentees.
9. Are you open to your mentor residing in a different country?
10. Preferred language for the mentorship
11. Another language in which you would be prepared to communicate with your mentor (if applicable)

### ***3) Education***

12. Please list your three most important academic qualifications, one per line, each with the year in which the qualification was obtained

### ***4) Institutional affiliation***

13. Are you currently employed by or officially affiliated with an institution?
14. If yes, name and full mailing address of institution

### ***5) Experience***

15. In approximately 500 words, discuss your major achievements to date in the violence and/or injury prevention field
16. If you have published in the peer-reviewed literature on a violence or injury topic, provide the references for what you feel are your five most significant papers (one per line)

### ***6) Mentorship***

17. Referring to the skill categories of MENTOR-VIP, select the skill category you feel you most want to develop
18. Referring to the skill categories of MENTOR-VIP, select the skill category you feel is of second most importance for you to develop



19. Referring to the skill categories of MENTOR-VIP, select the skill category you feel is of third most importance for you to develop
20. Based on your knowledge of MENTOR-VIP, describe in approximately 500 words why you feel you should receive a mentorship and what you feel this mentorship could provide you with in terms of skills development
21. Different people have different needs. In approximately 500 words describe your expectations of a mentorship if your application is successful. In your answer clarify your expectations with regard to the following issues: time commitment to the mentorship; level of support and mentoring you feel you need; how the mentorship would complement any forms of support locally available to you; any other issues you feel are relevant to your expectations of a mentorship



## ***Annex 3 – Mentor profile***

### ***1) Personal information***

1. Family name
2. First name
3. Date of birth
4. Indicate if you are male or female
5. Current title
6. Full mailing address and telephone contact details
7. E-mail address

### ***2) Preferences***

8. Country of residence during the mentorship
9. Are you open to your mentee residing in a different country?
10. Preferred language for the mentorship
11. Another language in which you would be prepared to communicate with your mentee (if applicable)

### ***3) Education***

12. Please list your three most important academic qualifications, one per line, each with the year in which the qualification was obtained

### ***4) Institutional affiliation***

13. Are you currently employed by or officially affiliated with an institution?
14. If yes, name and full mailing address of institution

### ***5) Experience***

15. In 500 words or less, discuss your major achievements to date in the violence and/or injury prevention field

### ***6) Mentorship***

16. Referring to the skill categories of MENTOR-VIP, select the skill category for which you feel most prepared to help develop within the mentee
17. Referring to the skill categories of MENTOR-VIP, select the skill category for which you feel you are next most capable to help develop within the mentee
18. Referring to the skill categories of MENTOR-VIP, select the skill category for which you feel you are third most capable to help develop within the mentee
19. Please describe your expectations of a mentorship in terms of: time commitment to the mentorship; level of support and mentoring you feel you can provide; any additional comments or information you feel the Core Group should take into account when considering with which mentee candidate you might be matched.



## **Annex 4 – Skill categories of MENTOR-VIP**

The following skill categories are intended to capture most of the relevant skills for injury and violence prevention. A one sentence description summarizes the main application of the skills category to MENTOR-VIP, and is followed by an illustrative list of skills that would fall within the category. It should be noted that these examples are illustrative only and are not meant to be an exhaustive listing of relevant skills that would fall within the category.

To the extent possible these categories are meant to be non-overlapping. Specific skills may fall within a number of different categories and this is a reflection of both the interrelatedness of some of the categories and the fact that a number of skills have broad relevance, although their application or importance across the categories may change.

The categorization of skills within MENTOR-VIP serves a number of objectives. One is to assist mentee candidates reflect critically on their skill building needs and capabilities. Another is to assist with appropriate matching of mentees and mentors through provision of a common understanding of the categorization of these skills.

### **1. Planning and conducting research**

A broad category meant to cover all skills related to carrying out research. Examples of specific skills within this category include carrying out specific types of research such as systematic reviews, clinical trials, or operational (e.g. action-based) research; critical appraisal of scientific literature; qualitative and quantitative methods; setting up surveillance systems, surveys and sampling; data collection issues; grant writing and writing for journals etc.

### **2. Evidence-based programme design and planning**

Skills relevant to adapting evidence-based approaches to preventing injuries and violence to programmes relevant to a specific local context. Examples of specific skills within this category include conducting literature reviews; critical appraisal of scientific literature; needs and stakeholder analysis; contextualization of relevant programme elements to local culture and resources; programme design including coherent and appropriate construction of logic frameworks, inputs, outputs and objectives etc.

### **3. Programme implementation and management**

Skills related to implementation of injury and violence prevention programmes. Examples of specific skills within this category include relating programme progress to logic frameworks; teambuilding and leveraging competencies within team environments; assuring programme financing and sustainability; personnel management and internal communication; working with communities; partnership development; verbal and written reporting skills etc.

### **4. Programme monitoring and evaluation**

Skills to conduct monitoring and evaluation of injury and violence prevention programmes. Examples of specific skills within this category include study design; selecting and establishing appropriate methods for data collection; data analysis and



interpretation; verbal and written reporting skills; synthesizing knowledge and formulating prescriptive recommendations etc.

## **5. Policy analysis and development**

Skills related to improving the policy environment for injury and violence prevention and developing injury and violence prevention policies. Examples of specific skills within this category include accessing and reviewing relevant policy documentation; assuming or negotiating leadership of a process; communicating and collaborating across sectors; coherent formulation of policies including appropriate specification of key elements (goals, objectives, timelines etc.); obtaining political endorsement and commitment etc.

## **6. Imparting knowledge and skills**

Skills related to enhancing the human resource capacity for injury and violence prevention. Examples of specific skills within this category include developing appropriate training materials; curricula analysis and adapting pedagogic content for a particular training context and audience; motivating and providing feedback to others; evaluating acquisition and retention of knowledge and skills; serving as a resource in a particular injury or violence topic area; written and oral presentation skills etc.

## **7. Advocacy and communication**

Skills related to external communication and advocacy. Examples of specific skills within this category include proposal writing (including specific types such as research grant writing, scholarship applications etc); working with media; developing, launching, and sustaining campaigns; synthesizing appropriate messages; networking, recognizing and leveraging specific and appropriate competencies for a communications task; verbal and written reporting skills etc.

## **8. Assuring funding support**

Skills relevant to attracting financial support for injury and violence prevention. Examples of specific skills within this category include accessing and strategically reviewing information relevant to potential funding opportunities; verbal and written reporting skills; networking and building partnerships; strategic planning etc.